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ABSTRACT

This paper explains that an in effective classroom discipline program, students are taught self-discipline, students know what the classroom standards are, and teachers' standards for behavior fit the occasion and environment. It offers eight steps for teachers having problems with an entire class (e.g., look at oneself, talk to the department head, call students' homes, never "lose it," and give important jobs to unruly students). The paper focuses on: classroom procedures (e.g., roll call, absentees, and bathroom trips); meeting students' needs (techniques with a personal approach, with a more structured approach, and assertive discipline); being "on the ball" (e.g., letting students know what is expected of them at all times, providing nonverbal reinforcements, and accentuating the positive); second chance discipline programs; discipline programs of random consequences; and 10 techniques for better classroom discipline (focusing, direct instruction, monitoring, modeling, nonverbal cuing, environmental control, low-profile intervention, assertive I-messages, humanistic I-messages, and positive discipline). (Contains 27 references.) (SM)

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CLASSROOM MANAGEMENT:

Techniques, Policies, Procedures, and Programs to Ensure That Discipline "Rules" in Your Classroom

ED 479 639

Janice G. Logan

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The master teacher's definition of discipline is: "the adjustment of unacceptable behavior to acceptable behavior according to our individual standards and measures." An effective discipline program needs to be accompanied by three teacher actions: 1. A program of discipline must teach self-discipline. 2. Students must know what the standards are in our classroom. 3. The adjustment of behavior must fit the occasion and the environment.

First, our actions must include teaching self-discipline. If they don't, we can count on having to correct the same inappropriate behavior again and again. Let us not assume that our students will learn appropriate behavior simply by pointing out inappropriate behavior. Neither should we think that criticizing, reprimanding, and punishing students for inappropriate behavior will make them change. Our definition of discipline must be coupled with efforts to teach students appropriate behavior so that they can learn to be self-disciplined.

Secondly, we must teach students the standards we hold in our classrooms. Our students will not simply know our standards by transference, by our reputations, or by trial and error experiences. We must remember that just as we have many different teachers in a school, we may have just as many different standards for students. The standards in our school may change from class to class, from teacher to teacher, and from year to year. Therefore, our definition of discipline must be accompanied by teaching students the standards held in our classrooms.

Thirdly, our standards must fit the occasion and the environment. Students should not be expected to behave the same way in the classroom as they do in the gymnasium. Appropriate behavior at a party would certainly be different from appropriate behavior at an assembly. Students need to be taught these differences and allowed some discretion. Getting together with the faculty and deciding about expectations concerning appropriate behavior, before addressing the issue with students, is a good idea.

There are three variables of the discipline problem: the teacher, the problem student, and the rest of the class. To be an effective disciplinarian, the teacher must become the primary adjuster. A teacher can be successful in getting students to adjust their behavior only by first adjusting his or her own behavior.

Whom do you have 100 percent control of all the time? Yourself. Teachers with discipline problems usually are those who cannot control themselves. Unfortunately, they only make the situation worse for themselves, the problem student, and the rest of the class.

As for the rest of the class, we sometimes forget that we can control and channel most classroom situations in a positive manner.

There exists, as many classroom management techniques, programs, policies, and procedures, as there are teachers. In this booklet, I will present a myriad of these techniques and programs which teachers have found to be successful and useful in their classrooms. As we move from one technique to another, we will find a number of common threads, which run throughout the various programs. At the risk of being redundant, I have decided not to discard certain rules or procedures, which may have been previously mentioned, because the programs themselves are successful by virtue of the individual parts, which make up the entire program.

For the teacher who may be having problems with the entire class: the whole class is unruly and it's difficult to pinpoint, who is creating the problem, singling out one person can make the problem only bigger. Try following these steps (these are not in order-it all depends on the situation):

1) Look at yourself: Do you fully understand what you are teaching and have you anticipated the problems that students may have? Are you presenting material that is too hard? too easy? Are you connecting with your students? Do you have enough structure? Have someone come in and videotape the lesson. Are you presenting yourself as a firm but caring teacher? Do your mannerisms indicate that you are insecure? Students can really sense this. If this is the case, try to relax and take time to get to know your students individually.

2) Do you allow time to explain the new material or are you constantly going over homework, which takes up most of the period. If you barely have time to present the new lesson, and you are assigning new homework at the last minute, this is only creating a cycle where students are truly frustrated. Even veteran teachers often fall into this pattern. Your timing may be off. Allow time to clearly present a lesson. Give your students time to practice the work in class. As they work, you can walk around and see how you can help them. You need to find out what they need help in.

3) Talk to your department head or someone you can trust. Have him visit your class and give you ideas about seating arrangements, your lesson structure, your presentation, etc. Get the help and support that you need. Don't go around telling your colleagues how horrible this student is in your class. Rumors travel fast, and if the student should find out, things will only get worse. You might be able to transfer some students to a different class, but check with your principal or Department head before making arrangements with the counselor. Try to be yourself, not the teacher next door. The discipline approach you use has to make you feel comfortable.

4) Calling home should never be overlooked. Most parents or guardians are supportive. In most cases, you can let the student know you plan to call home. If you suspect the child's parent or guardian may be uncooperative, or abusive, check with the counselor or the administrator who may know the child's family. Just because parents may not attend school functions, does not mean they do not

care.

Many parents work long hours. Some have had bad experiences when they were in school and/or may be too embarrassed to hear that their child is not doing well. Remember to mention the positive as well as the negative. Sometimes, call home just to share some good news.

5) Never make promises or threats you won't or can't follow. It will only make everything worse in the classroom if you lose the respect of your students.

6) Never lose it! You can raise your voice, but never engage in shouting matches with your students. Never say: Shut up!. Never, ever, try to physically remove a student. In fact, never touch a student. You can be liable for touching a student, unless it is in self-defense, or you are trying to stop a fight. Always seek help from a nearby teacher in situations like this. Make sure you know the school rules! If you are angry, try the silent method and try to gain control. Appear relaxed and speak honestly about your expectations in a firm but quiet tone.

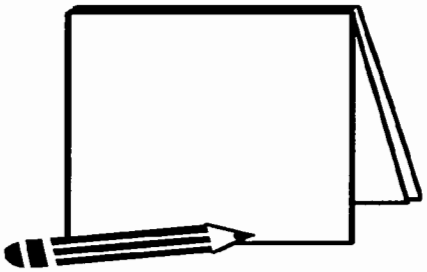
7) Finding out as much as possible about each student is best when solving discipline problems that involve one or two students. Some students respond best by being talked to outside of class. It's not a good idea to do this outside of your own classroom for obvious reasons; you must never leave your class unsupervised. Try seeing the student after the class is over so that other students from the same class won't notice. Students are more receptive if they know other students are not watching or listening. Also, the temptation to show off in front of their classmates is removed. It is so important to learn your student's names quickly and to learn the correct pronunciation of their names. Take an interest if they are absent. Take an interest in the sports they play etc. Be a good listener and show you care.

8) Give an important job to an unruly student (not when they are being unruly, of course), such as asking them to be a teacher assistant, group recorder, errand person, using their A+ paper as the answer key, etc. These positive gestures can help. Always let an unruly student know that you still care about him/her but not for his/her behavior. Praise students individually and honestly. Be aware that some students don't like to be praised in public while others do.

If all else fails, have the student sign a behavior contract and have a conference with the student and assistant principal to find ways to correct the behavior. You may also meet with the parent or guardian and a third party (this is important), with the student present, to come up with some solutions. Never hold a grudge against the student. Many teachers do this and this only compounds the problem.

Remember, there are some behaviors that can never be tolerated in the classroom, and call for immediate intervention. You must act immediately if you or any of your other students are physically threatened. Seek help immediately if you cannot handle the situation on your own. Most classrooms are equipped with a way of calling the main office. Again, be knowledgeable about your school district and state's rules for discipline procedures. Never allow a student to verbally abuse you or any other student.

Remember: Structure and fairness, combined with clear expectations and a clear lesson, in a caring non-threatening environment are the major elements of good teaching. Teaching is very challenging, but it does get better. There will always be good days and bad days, even after many years of teaching. Continue to learn from each situation.



CLASSROOM PROCEDURES

Procedures That Help a Classroom Run Smoothly

Roll Call

- Assign each student a roll call number (This is different from your ID number.)
- At the start of class, say "Roll call" and at this time the class will quiet down and students will say their numbers in a consecutive order.
- All assignments turned it must have the roll call number in addition to the student's name.

Tardiness

- Being on time means being in your seat when the bell rings (not running through the door as its rings!)
- The door will shut after the bell rings. If you come after the door is shut, you will wait outside until I open the door for you. Wait patiently. Do not shake the door in protest.

Announcements over the Public Address System (PA)

- No matter what is going on in class, it must be quiet for these announcements.
- Even if the announcements do not pertain directly to you, please be quiet.

Absentees

- If you know in advance that you'll be gone, talk to me to get your assignments before you go.

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- As long as you had an excused absence, you get to make up work you missed while you were gone, for full credit. You have one full week to make up the work you missed, after that it is recorded as a zero.

- In the back of the room there are colored folders that correspond to the days of the week. The extra handouts for absentees are placed in the folders. It is the responsibility of the student to go to these folders when they come back after an absence.

- How to turn in work after being absent: When you're ready to turn in missed assignments, fill out an absentee sheet with your name, roll call#, date(s) absent, date work is turned in, and assignment name. Staple the form to all your missed assignments and put it into absentee date work folder, found with the days of the week folders.

Distributing Graded Materials

- Graded materials are located in the back of the room. It is up to the class to hand these out periodically.

- Each row will be assigned a week to distribute these papers. (Be sure to ask when an appropriate time to do this would be)

My Desk, Overhead, Chair & Computer

- Off limits to you unless I directly give you permission.

- I do not like a crowd of people around my desk. Please come up one at a time but not all at once.

- Helpful tip: I do not like to be bombarded with questions at the beginning of the hour, wait until the end!

Getting Around in the Classroom

- Raise your hand for permission to throw something in the garbage, to get a tissue or to sharpen your pencil. Take care of these things before class begins. Move quickly and quietly about the room, don't dawdle.

Signal for Getting Your Attention

- When working in groups and I need to get your attention, I will use an overhead.

- The top portion reads, "OK, GET READY." When you see that part of the overhead, you need to finish your sentence, notify your group of the "Get Ready" signal, and quiet down.

- The bottom portion reads, "Stop." It is at this time that all working should have already ceased, and attention should be upfront for new instructions or for a change of activity. The "Stop" portion will be displayed within one minute of the "OK Get Ready" portion.

Heading of Papers to Be Turned In

- All information should be in the upper right hand corner.

- First Line: Your first and last name and your roll call number

- Second Line: Class name and hour (Example: "Language Arts 3rd period")

- Third Line: Name of Assignment (Example: Response to Black Boy)

- Fourth Line: Date: Day of the week, month, day of the month {Example: Tuesday, May 10}

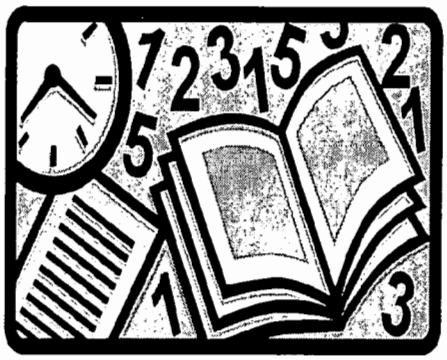
- NO FUZZIES: That means papers ripped out of a spiral notebook

Bathroom Trips

- Use the restroom before you arrive to class.

- If you need to use the restroom, you will be allowed to go, five minutes before the end of the period.

- If you have an emergency, raise your hand, take the pass and go.



Learning Styles and Study Habits

- Finding the right way for YOU to study is an important skill you should learn this year.

- Every person learns information a different way. You will have to single out ways that help you remember chunks of information and then use this to help you in this class.

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- The Good News: Everyone is Intelligent! We will discuss where your intelligences are, and will try to zero in on those for your methods of studying, and for some ways of assessing content.

- You will be signing a study contract before each chapter. You will decide what method you will use to study and how often. I do not give much extra credit but the one I will give is this, if your parents sign your study contract I will give you points to add to your next big assignment.

MEETING THEIR NEEDS

Techniques with a More Personal Approach

- Allow your students to talk about themselves. This gives them the opportunity to shine. They will feel more secure, and learn to trust you as their teacher.

- Get to know your student's names as soon as possible. Create a positive atmosphere in the classroom. Let your students know that you will not tolerate their teasing or putting down one another.

- Be committed to your program. If you set goals for your students to be successful they will be.

- Motivate your students; let them know you believe in their capabilities.

- Have innovative and exciting activities to keep them working and interested.

- Diagnose and re-teach often. When necessary, retest your students; this will give them other opportunities to be successful.

- A classroom that is well decorated, with interesting books to read and explore, and challenging activities to engage in, and many different methods for students to be successfully assessed, is sure to grab the attention of your students, and motivate them to want to learn.

A More Structured Approach

- Establish class rules on the very first day (five rules are more than enough).
- Go over the rules every day for the first two weeks of school (read each rule, explain, and give examples for each).
- The rules should be stated in the positive -- I will…
- Students must have a routine. They respond much better to order, routine, and structure.
- Don't allow a lot of up-and-down movement. This breaks the routine and creates an atmosphere for misbehavior to occur.

A Discipline Program Which Exemplifies Firmness, High Expectation And Love

- Be very firm.
- Have an air of business and seriousness about you.
- Let your students know you love and respect them, but you also expect a lot from them.
- Hang up a sign in front of the room that reads, "If you know what you ought to do, do it."
- Chart and display class rules. Go over these rules every day with the students.
- When a student breaks a rule, ask him," Is that what you should be doing?" What should you be doing? Point to the sign and instruct him to get back on task.
- Always give students lots of praise for great work and great behavior (verbal, as well as nonverbal: a pat on the back, thumbs up, a high five, a silent clap). Students love these gestures and it teaches them self-control, as well as nonverbal ways to express themselves.

- Teach your students to strive for intrinsic praise: the good feeling they get from doing a great job, and being their best. This type of reward, as opposed to candy, stickers etc. help to ensure that in the long run, the student will be able to discipline himself.

- Be consistent and always follow through.

HIGH EXPECTATIONS

Your Text Here

Your Text Here

EVERYONE HAS THE RIGHT TO LEARN

EVERYONE HAS THE RIGHT TO LEARN

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Assertive Discipline

- Have no more than four rules posted in the front of the classroom.

- Remind students each day about the rules; making your expectations very clear.

- Post the consequences around the room also. Go over each consequence, making sure that your students understand them.

- **Consequences:**

  1. **A warning: Call the student by name and tell him he has a warning. Ask him, what is the next step?**
  2. **Write the student's name on the board, or on a clipboard. Ask the student, what is the next step?**
  3. **Put a check next to the student's name. Ask the student, what is the next step?**
  4. **Silent lunch (The student must now eat his lunch in silence.)**
  5. **A phone call home. The student gets a phone call home if he continues to misbehave. Let the student know you'll be calling his home. Ask the student, what is the next step?**
  6. **Parent comes up to school for a conference with you.**

  - At each stage of the process, be sure to let the student know where he is in the discipline process. Asking him what the next step is encourages him to be responsible and conscious of his own actions.

  - Following through at every step with this program is a must. If the teacher follows through consistently, the student will realize the seriousness of his own actions, and start to correct them. Very rarely will a student need to go past step four.

ON THE BALL

Techniques That Demonstrate Teacher " WITH-IT-NESS"

- ✓ Let your students know what your expectations are for them, every day, at the beginning of each activity.
- ✓ Always have a Warm-Up assignment ready for them, as they enter the class (either posted on the board, or in the form of a handout). This gives students a purpose for working, and helps them to get on task quickly.
- ✓ Students can be conditioned to behave appropriately, if they are constantly given positive feedback. So, accentuate the positive! As you circle the room, make it a point to call out the names of those students who are on task, and doing well.
- ✓ Students readily respond to this positive reinforcement, and will work harder to be among the "winning team."
- ✓ Eye to eye contact, silent high fives, and "thumbs up," also work well as nonverbal re-enforcements.
- ✓ If a problem arises, "Nip it in the Bud." Using the proximity technique, walk over to the student. Don't draw attention to him, but discreetly remind him of your expectations, and get him back on track.
- ✓ The quicker you nip it, the smoother your class will run.
- ✓ Monitor your room often. Be firm, consistent, and follow through.
- ✓ Adjust your "sales technique" to each class. Every class has a different personality. Get to know your students.

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WHATCH THE SIGNS!

Discipline Programs With a" Twist"
(SECOND CHANCE PROGRAM)

- In this program, the students are taught the class rules. They are also advised about the various consequences, which will result if a rule is broken.
- This program has a visual affect, and is great to use with elementary school children.
- The teacher will need one to two poster boards, enough to fit a pocket with each child's name written on the front of the pocket.
- Each child's pocket will contain an index card, which displays four colorful symbols, which represent streetlights. On the front of the card, are a green light at the top and a blue light at the bottom. On the opposite side of the card are a yellow light at the top and a red light at the bottom.
- There are also a number of Popsicle sticks, with a big W written at the top of each. The W stands for "Warning!"
- The teacher gets the attention of the students at the beginning of each activity by counting-1-2-3. That's their warning to be on task.
- Each day, when the students come in, their cards are all showing green.
- The first time the teacher has to talk to the student, that student gets a Popsicle stick.
- If corrected again, the student's card changes from green to blue, from blue to yellow, and from yellow to red.
- Green- Satisfactory
- Blue- Needs to improve- note home to parent, and a 10 minute time out .

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- Yellow-Needs to improve-note home to parent, a 15 minute time out, and a phone call home to follow up with parent/

- Red- Unsatisfactory- time out in another room/

- Once students buy into this program, they tend to monitor their own behavior. Most students will not go past Blue. Students dislike leaving their interesting classroom, teacher, and classmates. They will discipline themselves.

CHOOSE YOU THIS DAY!

A Discipline Program of Random Consequences (STICKS LOTTERY)

- This program is best used with Middle School and High School students.

- The students should all be aware of the class rules. The rules are posted in front of the room.

- The teacher has a decorated can on her desk. Inside the can are six Popsicle sticks. Each stick has a consequence written on it. The sticks stay in the can.

- After the student has been given a warning about her behavior, the teacher calls the student up to her desk and tells the student to pick a stick.

- The student chooses a consequence, and the teacher sees that the consequence is carried out.

- These are the consequences:

  1. **Student writes about the misbehavior, and a plan of action**
  2. **After school detention**
  3. **A phone call home**
  4. **20 squats**
  5. **Teacher's choice**
  6. **Off the hook**

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10 Techniques for Better Classroom Discipline

1. **Focusing.** Be sure you have the attention of everyone in your classroom before you start your lesson. Don't attempt to teach over the chatter of students who are not paying attention. If you do, chances are the students will keep right on talking, thinking that you will wait until they're finished with their conversation. The focusing technique means that YOU will demand their attention before you begin. That you will wait and not start until everyone has settled down.

2. **Direct Instruction.** Uncertainty increases the level of excitement in the classroom. The technique of direct instruction is to begin each class by telling the students exactly what will be happening. The teacher outlines what he and the students will be doing this period. He may set time limits for some tasks.

3. **Monitoring.** The key to this principle is to circulate. Get up and get around the room. While your students are working, make the rounds. Check on their progress.

An effective teacher will make a pass through the whole room about two minutes after the students have started a written assignment. She checks to see that each student has started, that the children are all on the correct page, and that everyone has put their name or their papers. In this way she can help out those in need, and motivate those who are not on track, to get on track.

4. **Modeling.** There's a saying that goes: "Values are caught, not taught." Teachers who are courteous, prompt, enthusiastic, in control, patient, and organized, provide examples for their students through their own behavior. The "do as I say, not as I do" teachers send mixed messages that confuse students and invite misbehavior. Always model the behavior you want your students to have.

5. **Non- Verbal Cuing.** The teacher uses nonverbal cues in her classroom to get the attention of her students. Some teachers flip light switches, other's keep clickers in their pockets. The nonverbal cues can also be facial expressions, body posture, and hand signals. Care should be given in choosing the types of cues you use in your classroom. Take the time to explain what you want the students to do when you use your cues.

6. Environmental Control. A classroom can be a warm, cheery place. Students enjoy an environment that changes periodically. Study centers with pictures and color invite enthusiasm for your subject.

Young people like to know about you and your interests. Include personal items in your classroom. A family picture or a few items from a hobby on your desk will trigger personal conversations with your students. As they get to know you better, you'll see fewer problems with discipline.

There are times when you may need a quiet corner with fewer distractions, for that student who is caught up in visual exploration. Have a place you can steer this student to let him get his work done first, and then he can return to explore and enjoy the rest of the room.

7. Low- Profile Intervention. And effective teacher will take care that the student is not rewarded for misbehavior by becoming the focus of attention. She monitors the activity in her classroom, moving around the room. She anticipates problems before they occur. Her approach to a misbehaving student is inconspicuous. Others in the class are not distracted.

While lecturing to her class, this teacher makes effective use of name- dropping. If she sees the student talking or off task, she simply drops the youngster's name into her dialogue in a natural way: "And you see, David, we carry the one to the tens column." David hears his name and is drawn back on task. The rest of the class doesn't seem to notice.

8. **Assertive I-Messages.** A component of assertive discipline, these I- messages are statements that the teacher uses when confronting a student who is misbehaving. They are intended to be clear descriptions of what the student is supposed to do. The teacher, who makes good use of this technique, will focus the child's attention first and foremost on the behavior he wants, not on the misbehavior. "I want you to…"or "I need you to…" or "I expect you to..."

9. **Humanistic I- Messages.** These I messages are expressions of our feelings. Thomas Gordon, creator of Teacher Effectiveness Training (TET) tells us to structure these messages in three parts. First, a description of the child's behavior. "When you talk while I talk…" Second, the effects this behavior has on the teacher. "…I have to stop my teaching…" And third, the feeling that it generates in the teacher. "… which frustrates me."

A teacher distracted by a student who was constantly talking while he tried to teach, once made this powerful expression of feelings: "I cannot imagine what I have done to you, that I do not deserve respect from you that I get from others in this class. If I have been rude to you or inconsiderate in anyway, please let me know. I feel as though I have somehow offended you, and now, you are unwilling to show me respect." The student did not talk during his lectures again for many weeks.

10. Positive Discipline. Use classroom rules that describe the behaviors you want, instead of listing things the students cannot do. Instead of "no running in the room," use " move through the building in an orderly manner." Instead of " no fighting," use "settle conflicts appropriately." Instead of " no gum chewing," use " leave gum at home." Refer to your rules as expectations. Let your students know this is how you expect them to behave in your classroom.

A DISCIPLINE STORY

Told by a High School Teacher

After I did my "High-school- is tough and you'd- better- shape-up speech," for the second year in a row, a student from the year before came to visit me. She told me that she had been excited for her friend when she found out she had me as teacher, but the most recent student couldn't see how I could have been a favorite teacher. Last year's students wanted to know what had happened over the summer that had turned me into a cruel and unusual teacher, who has scared these new students. This encouraged me because the student from the year before did not remember that they had gone through that same speech. After relationships are built and respect from the students is proven, the mean teacher can rest. (Always ready to make an appearance though!) Students forget that process. And I believe that is the way it should be!

Which ever discipline method you decide to use, and you just might choose something from all, with such a plethora of information; if you will remember, to be clear, be committed, be in control, and be consistent, than, you will be successful in your classroom management.

BE SUCCESSFUL!

"At the end of each day, ask yourself—Now, what else can I do?"

Carol Barefield

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